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LITERATURE CURRICULUM IV--TESTS FOR "JULIUS CAESAR" AND "AUTOBIOGRAPHY."

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OREGON CURRICULUM STUDY CENTER

LITERATURE CURRICULUM IV:

Tests for JULIUS CAESAR

and

AUTOBIOGRAPHY

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TE 000 245

OREGON CURRICULUM STUDY CENTER

Test: Julius Caesar

Literature Curriculum IV

NOTE:

Students are not permitted the use of the play during the test.

Instructions to students:

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Use a soft lead pencil (#2 or softer) and completely fill the space between the lines for the response you choose as the correct answer. Your score on this test will be the number of correct answers you mark. There is only one best answer for each item.

Sample test item: Who is the chief executive of the United States Government?
(1) The President
(2) The Secretary of State
(3) The Secretary of Defense
(4) The Chief Justice of the Supreme Court

Since the correct answer is 1, the answer sheet is marked like this:

Sample test item:

TE 000 245

The Project reported herein was supported through the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

Julius Caesar

Different people had different opinions about Julius Caesar. Select your answers for 1 - 5 from the following:

(1) Decius Brutus
(2) Lepidus
(3) Antony
(4) Calpurnia
(5) Cassius

Who thought Caesar was:

1. Ambitious for power?
2. Weak in body?
3. Easily flattered and persuaded?
4. Considerate and generous to the Roman people?
5. With his wisdom consumed in confidence?

Select your answers for 6 - 8 from the following list:

(1) Brutus
(2) Cassius
(3) Caesar
(4) Calpurnia
(5) Decius Brutus

Who thought Marc Antony was:

6. A lover of fun and sports, a reveler, with none of the qualities of leadership?
7. A dangerous man who is shrewd, clever, and capable of influencing the masses?
8. A beloved friend who enjoys life and is free of envy?

9. The phrase that might best describe the Roman commoners in the play is:
   (1) Fickle, short memoried people
   (2) Humorless people
   (3) Steadfast, loyal people
   (4) Proud, wealthy people.

10. Evidence of Caesar's leaning towards absolute dictatorship is first seen when we learn
    (1) Caesar accepted a crown when Antony offered it to him before the people.
    (2) Caesar defied Republican law by appearing in a parade.
    (3) Caesar put to silence the tribunes Manillus and Flavius.
    (4) Caesar disdained the Roman commoners.

11. The first hint of arrogance in Caesar is seen when:
    (1) He ignores the soothsayer's cry, "Beware the Ides of March."
    (2) He refuses to recognize that Cassius is a "dangerous man."
    (3) He refuses to be surrounded by bodyguards at public appearances.
    (4) He lets his popularity with the commoners go to his head.

12. Which statement best describes the tragic hero, Marcus Brutus?
(1) Brutus is primarily a victim of fate (of things which he could not control).
(2) Brutus is primarily a victim of himself rather than Cassius.
(3) Brutus is a victim primarily of Cassius.
(4) Brutus is a victim of his wife's fears.

13. What technique does Cassius use to involve Brutus in the conspiracy?
(1) Exposition
(2) Satire
(3) Conflict
(4) Soliloquy

14. The political aspect of the theme is out in the open after Brutus, hearing the people's shouting, announces his fear of Caesar's being chosen King. What second important theme follows and is revealed immediately?
(1) Brutus' inner conflict of his love of Caesar vs. loyalty to Rome
(2) Brutus' inner conflict of his loyalty to Cassius vs. loyalty to Caesar
(3) Brutus' inner conflict revolving around his personal desire to be emperor vs. his love of Caesar
(4) Brutus' conflicting hatred of Caesar vs. fear of Caesar's power.

15. The common people in the play usually speak in:
(1) prose
(2) verse
(3) Old English
(4) Norman dialect.

16. The aristocratic people in the play usually speak in:
(1) prose
(2) verse
(3) Norman dialect
(4) Old English.

17. Casca's reporting of the crown incident seems to indicate that:
(1) Caesar's threat to the Republic is real
(2) Caesar sincerely does not want to be crowned king
(3) Caesar's popularity with the people is declining
(4) Antony would like to undermine Caesar's power.

18. "O, he sits high in all the people's hearts
And that which would appear offense in us,
His countenance, like richest alchemy,
Will change to virtue and to worthiness."

What does Casca's speech reveal about the conspirators?
(1) Their popularity and their reputation for virtue
(2) Their great love and admiration for Brutus
(3) Their reason for using Brutus to ensure success of the conspiracy
(4) Their mistaken assumption that Brutus is respected by the people.

19. In Brutus' first soliloquy he tries to justify his involvement in the conspiracy. What is the fallacy (or error in reasoning) on which his speech is based?

"... and since the quarrel
Will bear no color for the thing he is,
Fashion it thus: that what he is, augmented,
Would run to these and these extremities."

(1) Brutus misinterprets the facts available
(2) He is swayed by his personal love of Caesar; emotions overcome his reason
(3) He relies too heavily on future possibilities, on what is going to happen if Caesar is crowned
(4) He is guilty of thinking that whatever follows is caused by what preceded it.

20. The irony of Brutus' downfall is the fact that it was due to his:
(1) Inability to form a logical argument
(2) Susceptibility to Cassius' flattery
(3) Honor and idealism
(4) Envy of Caesar

21. Regarding his decision not to harm Antony, Brutus implores the conspirators to "... be sacrificers but not butchers,"
In reference to Caesar's death Brutus says,
"Let's kill him boldly but not wrathfully;
Let's carve him as a dish fit for the gods
Not hew him as a carcass fit for hounds."

These quotes illustrate Brutus' attempts to
(1) Impress the conspirators with his poetic language
(2) Deceive himself and make the deed seem honorable
(3) Impress upon the conspirators that it is now he who is the decision maker and leader of the conspiracy
(4) Relate himself to his ancestor, a former High Priest.

22. Concerning the decision to kill or not kill Antony we cannot help but recognize it is Cassius and not Brutus who is
(1) the political realist
(2) the bloodthirsy conspirator
(3) the idealist
(4) the poor judge of Antony's character.

23. ".... Danger knows full well
That Caesar is more dangerous than he." (Caesar)

"Your wisdom is consumed in confidence." (Calpurnia)

These two quotes reveal something very significant to our understanding of Caesar and the play. What is it?
(1) The loving relationship between Caesar and his wife
(2) Caesar's fearlessness that creates such respect for him in Calpurnia
(3) Caesar's excessive arrogance
(4) Caesar's habit of bragging and Calpurnia's approval of that habit.

24. Caesar's last long speech beginning "But I am constant as the Northern star..." is an example of
(1) self-adoration
(2) humor
(3) irony
(4) satire

25. Brutus ignores Cassius' objection and lets Antony speak in the funeral ceremony. This shows it is he and not Cassius who is
(1) A wise practical leader
(2) A poor judge of character
(3) A close friend of Antony's
(4) A hypocrite.

26. In companion to Antony's speech, which of the following most adequately describe Brutus' funeral speech to the masses?

(1) The speech is a plea for pardon
(2) The speech is an eulogy
(3) The speech appeals to the emotions of his audience
(4) The speech appeals to the reason of his audience.

27. Antony realizes he must refute Brutus' speech and above all he must prove one thing in particular--that Caesar
(1) loved Brutus
(2) was not selfish
(3) loved the commoners
(4) was not ambitious.

28. "O masters, if I were disposed to stir
Your hearts and minds to mutiny and rage
I should do Brutus wrong, and Cassius wrong
Who, you all know are honorable men."

In Antony's frequent reference to Brutus' honor there is a great discrepancy between what he appears to say and really means. For this reason his speech is a masterpiece of
(1) Hyperbole
(2) Metaphor
(3) Irony
(4) Humor

29. Antony's speech ends and with it a certain stage in the play's structure ends. The next stage in the play's structure will be
(1) Rising action
(2) Denouement
(3) Reversal or declining action
(4) Exposition.

30. Brutus and Cassius' fiery argument reinforces a theme seen throughout the whole play. That theme is one of
(1) Hatred
(2) Friendship
(3) Division
(4) Honor.

31. The conspirators' decision to leave the hills and upper regions and enter the plains of Philippi to enter battle illustrates what man's incompetence as a military leader?
(1) Titinius
(2) Cassius
(3) Lepidus
(4) Brutus.

32. Why did Cassius take his own life when he did?
(1) He thought Brutus was killed.
(2) He wished to free his slave Pindarus
(3) He thought the battle was over
(4) His best friend was reported to be dead.

33. Throughout the play the readers' sympathies are divided between the victim of the crime (Caesar) and the victim of the punishment (Brutus). This illustrates that
(1) Shakespeare's tragic plays are poor histories.
(2) Tragic characters are a human mixture of good and bad.
(3) Tragic characters are unrealistic, and hard for us to accept.
(4) Tragic characters are confusing to the critical reader.

34. Which statement best describes tragic victims in the play?
(1) Tragic victims in this play as in most tragedies are victims of fate, and not responsible for what happens to them.
(2) Tragic victims are generally imperfect, but the flaw is never <u>too</u> serious a flaw.
(3) Tragic victims are impossible to pity.
(4) Tragic victims in this play as in most tragedies are responsible for their downfall.

35. As Brutus nears his end the only real comfort he can find is that men have been true to him. This illustrates he may have attained
(1) Tragic knowledge
(2) Honor, never to be lost
(3) His most ambitious goal
(4) Limited happiness.

In items 36 - 40, select the response which is the name of the person described by the quote.

36. "This was the noblest Roman of them all . . . ."
(1) Brutus (2) Antony (3) Caesar (4) Cassius

37. ". . . he is given to sports, to wildness and much company"
(1) Metullus Cimba (2) Antony (3) Octavius (4) Caesar

38. "He did bestride the narrow world like a Colossus. . . ."
(1) Caesar (2) Antony (3) Cassius (4) Brutus

39. "Yond _____ has a lean and hungry look; He thinks too much, such men are dangerous."
(1) Casca (2) Cassius (3) Cicero (4) Brutus

40. "He sits high in all the people's hearts, And that which would appear offense in us. His countenance,. . . will change to virtue and worthiness."
(1) Cicero (2) Decius (3) Brutus (4) Caesar

In items 41 - 45, indicate the figure of speech illustrated by each passage. Select your response from the following:
(1) Metaphor
(2) Simile
(3) Personification
(4) Alliteration

41. "But I am constant as the Northern star"

42. "Lowliness is young ambition's ladder"

43. "These growing feathers plucked from Caesar's wing
Will make him fly an ordinary pitch"

44. "O pardon me, thou bleeding piece of earth"

45. ". . . think him as a serpent's egg."

OREGON CURRICULUM STUDY CENTER

AUTOBIOGRAPHY TEST

Literature Curriculum IV

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Introduction

1. Autobiographies are written for different purposes. Probably the most significant purpose for anyone writing an autobiography is:

1) To reminisce about people and events
2) To investigate one's own life in order to understand one's self
3) To reveal history
4) To provide interesting stories about one's life

2. Why are most autobiographies, even those of persons not particularly famous, significant or worthwhile?

1) Each person has a unique viewpoint springing from his own experiences.
2) Everyone's life has been significant.
3) Each life story is a part of history and therefore important to our understanding of the times.
4) Everyone should think about his life and evaluate his contribution.

3. The reason that autobiographies generally do not begin with adult life but with the moment of birth is.

1) People enjoy reading about childhood experiences.
2) Most autobiographers are conceited and do not want to leave out any part of their life.
3) "The child is father of the man...." One must understand the child to understand the man.
4) Autobiographies begin this way because it is a strong literary tradition.

4. An autobiographer's personality is made apparent both to himself and to his readers mainly through·

1) his point of view
2) his moralizing
3) his account of who and what his friends were
4) his style of writing

"The Kitchen"--Laurie Lee

5. The tone of Lee's autobiography is one of

1) Bitterness--because of poverty and being fatherless
2) Vivid gaiety
3) Selfishness
4) Nostalgia

6. Lee's attitude toward life is revealed through his point of view. Considering that point of view, which statement below sounds most like one Lee might make?

1) This life is an unfair one--unfair because some have so much more than others.
2) I was a happy child because my need for love was so amply satisfied.
3) I have become a bitter man because as a child so many needs of mine were not satisfied.
4) Life is good--I see no sadness or harshness whatever in my or my family's existence.

7. How does Lee organize his account of daily life in the kitchen?

1) He explains the family situation; then he describes the events of a typical day, beginning with morning and ending with sleep at night.

2) He introduces his piece by a vivid description of the town, then digresses to the past and works up to his present life.

3) Lee, being a poet, is not bound by any organizational plan. He skips around remembering only to describe everything vividly and concretely.

4) He introduces his family, then takes one hour of their day and describes it as an example of their life.

8. When Lee describes the kitchen, the untidiness of the room is made to represent

1) Life, an unorganized, haphazard thing
2) Life, rich for the imagination to feed upon
3) Life, filled with unnecessary objects
4) Life, untidy and unsatisfactory for the young

9. "These were the shapes of our kitchen landscape, the rocks of our submarine life, each worn smooth by our constant nuzzling, or encrusted by lively barnacles, relics of birthdays and dead relations, wrecks of furniture long since foundered, all silted deep by Mother's newspapers which the years piled round on the floor."

Why is the sea such an appropriate metaphor for the kitchen?

1) Because it shows how old the kitchen was
2) Because it reveals the harshness of life
3) Because the sea is a repository for so many rich and varied things
4) Because all of life is hidden behind the exterior of a home

10. Certain parts of this excerpt reveal that Lee realizes that life is not always happy. One of these parts concerns his comments about

1) His step-brother Harold
2) His school
3) His brother Jack
4) His village

11. Speaking of the scarcity of food Lee wrote "But it left me with an ugly scar, a twisted food crazed nature, so that still I am calling for whole rice puddings and big pots of stew in the night." The tone of this statement is

1) One of bitterness
2) Meaningful humor
3) Sarcasm
4) Irony

12. Lee's style is one made more enjoyable because of his

1) Poetic descriptions and sensitivity
2) Gentle humor
3) Complex demanding vocabulary
4) Terse, short sentences

"Christmas"--Frank O'Conner

13. In Frank O'Conner's selection "Christmas" runs a theme that you will continue to meet in literature. The main theme in "Christmas" is

1) Poverty's effect on youth
2) Man versus Society
3) 'What is" is not always what it is supposed to be
4) Man conflicting with established religious truths

14. "Mother would sigh and say, 'I never believe it's Christmas until I hear the Adeste', but if that was all that Christmas meant to her she was welcome to it."

Compare the tone in this statement of O'Conner's to the tone most apparent in Lee's selection "The Kitchen." It differs from Lee's because of a hint of

1) Sentimentality
2) Humor
3) Jealousy
4) Bitterness

15. The incident of O'Conner as a child waiting in the rain for the postman to bring gifts or cards was one example of the child being influenced by

1) His imagined dream world
2) His mother's promises
3) The Christmas spirit
4) His realistic attitude toward life

16. The theme of "Christmas" is <u>symbolically</u> reinforced by O'Conner's recalling

1) his visit to the Christ child's crib in the church
2) his trip to the village stores
3) washing his hands and face in the snow
4) his father and mother arguing

"Harrow"--Winston Churchill

17. Church'll reveals that he definitely favors

1) a classical education with emphasis on Latin and Greek
2) an education with emphasis on English before Latin and Greek
3) an education exactly like the one he experienced at Harrow
4) an education with emphasis on outdoor living and athletics instead of academic subjects

18. Churchill wrote: "We were considered such dunces that we could learn only English."
The tone of this statement is one of

1) Humility
2) Conceit
3) Irony
4) Indignation

19. Some of the qualities that would later make Churchill a great leader are seen in this selection. An especially important quality seen here is Churchill's

1) Determination--illustrated by his mastering math to pass an exam
2) Humility--illustrated by his attitude which was formed at Harrow
3) Ability to succeed in whatever he tried
4) Noteworthy scholarship

20. In this excerpt Churchill reveals that his relationship with his father was

1) A close one which probably influenced his achievements at school
2) A distant one which probably influenced his achievements at school
3) An unharmonious one filled with constant conflicts and battles
4) A relationship that left Churchill with no regrets

21. One of the main reasons Churchill had problems at school was that

1) he was interested in and excelled in subjects least emphasized by his educators
2) he was interested in sports, not the academic life
3) he was interested in working at some practical job instead of going to school
4) he was interested in socializing more than studying

22. According to Churchill, what is the best way for the schools to distinguish the more able students from the less able?

1) By the rate with which a boy passes from one form to another
2) By finding out who can apply in new ways things that are learned
3) By examinations in the various academic disciplines
4) By the strength of the recommendations by the head masters in the schools

23. According to Churchill the greatest motivation to learn must come from

1) parents
2) experiences
3) within the child
4) a formal system of education

"Dancing in Daylight"--Elizabeth Bowen

24. Learning an art such as dancing <u>differs</u> from the learning done in school because

1) Success seems to depend partly on release from conscious control
2) Success seems to depend not on natural ability but hard work alone
3) Success seems to depend not on preparation at all but simply on natural ability
4) Success comes more easily to most people in the arts than in schools like Harrow

25. The dancing teacher feels despair because

1) She sees that some of her better students will one day rival her as a great dancer
2) She is an artist; the pupils seem clumsy oafs by comparison
3) She is aging and will soon be incapable of instructing talented children
4) She is not convinced dancing is important for young children, especially boys

26. How is learning an art such as dancing <u>like</u> the learning done in school?

1) It is enjoyed by all young people, both boys and girls
2) As in math or French, a great deal of preparation may make success possible
3) Learning cannot occur unless it is aided by a competent instructor
4) A great deal of preparation tends only to make the student tire of his subject, be it dancing or math

"Ahor and Babo"--Arthur Koestler

27. Babo is important to Koestler because

1) it helps him to enter a dream world and escape harsh reality
2) it reduces difficult situations to manageable size
3) it provides love in an otherwise loveless world
4) it provides an answer to <u>why</u> there is unhappiness or pain in this world

28. We learn from Koestler's autobiography that unpleasant and frightening experiences may sometimes

1) Scar an individual for life
2) Be prevented by an individual acting cautiously to avoid such experiences
3) Be instructive and important for a person's development and maturity
4) Prepare an individual to accept similar experiences without fighting them

29. The incident of Koestler having a tonsillectomy was the thing that first made him permanently aware of

1) The opposites that exist in a child's and an adult's world--good and evil, pain and no pain, etc.
2) Stark loneliness
3) His own cowardice
4) A life threatened with future unhappiness for if he was surprised by a frightening experience one time he would likely be caught unaware again and again

30. In his childhood Koestler learns that loneliness and fear can never be completely defeated yet one can find a means of living with them. As an adult looking back he understands that he has learned from suffering. His autobiography is consequently a good example of what is meant by

1) "No man is an island"
2) Man being a product of his environment
3) "The child is the father of the man"
4) "True joy of the long dead child being sung"

"I am Grown Up"--Lev Tolstoy

31. In "I am Grown Up" Tolstoy's point of view indicates that this account is written by an adult. This is obvious because the attitude of the author towards the account is one of

1) detachment and humor
2) adult disdain
3) belligerence
4) sentimentalism

32. Why did the storyteller have to buy the same things his older brother had bought at the same age?

1) He wouldn't consider himself grown up until he did these things
2) He is a copycat
3) He is a spendthrift
4) He is as mature as his brother now, desiring the same things

33. Certain details are used to illustrate the incompleteness of his transition from childhood. One very important one is

1) His relationship with his brother Volodya
2) His desire to have someone see him in his new uniform
3) His courteous manners in the shop where he purchases his picture
4) His conversation with Semenov

"The Return Home"

34. In this account Tolstoy emphasizes that the relationship of a person to a place is a changing one. He does this in his description of

1) describing the actual appearance of the rooms
2) describing the rooms as they appear to the boy on his return
3) describing the rooms with emotional terms
4) describing the room through the conversation the boy has with the old man servant

"A Painter and a Page"--Lincoln Steffens

35. Both the painting and the political sections of Steffens' work can be said to deal with a basic conflict. What is it?

1) The conflict between art and the practical world of politics
2) The conflict between appearance and reality
3) The conflict between what an adult sees compared to what a child sees
4) The conflict between good and evil

36. The same conflict that Steffens deals with is also the main conflict that one other autobiographer discovers as a child and then later reflects upon. That autobiographer, whose work we have read, is

1) Winston Churchill
2) Elizabeth Bowen
3) Albert Einstein
4) Frank O'Conner

37. "Well, Mr. Johnson and his two boys--their defiance was beautiful; wasn't it? I thought so and yet nobody else did. Why?"

In the last paragraph of the excerpt from Steffens' chapter he asks a question which he does not answer. Why doesn't he answer his own question?

1) He is incapable of answering it
2) He is afraid to give the answer and thereby face reality
3) He is still a young boy and so decides to lay the question aside until he is older and more experienced
4) He wants to leave the reader in suspense

"Confession"--Lev Tolstoy

38. "I should have liked to change my exterior just as my interior had been changed."

This statement made just after his confession reveals something very important about the boy's character.

1) He is very pious and sincere in his new religious awareness
2) He is a very modest Christian
3) He immodestly wants to let the world know he has changed
4) He wishes his awkward stature could be as easily repaired and changed as his soul

39. At his second confession to the priest, the boy's primary concern was

1) to have his sins forgiven
2) to make a fine impression
3) to receive counseling and advice from the priest
4) to communicate with God through the priest

40. The boy's trip to the monastery seemed to be motivated by

1) A sincere sorrow for the sins he had forgotten to disclose
2) His affection for the humble priest
3) Fear of God's punishment
4) His father's wish that he be a good boy

41. Tolstoy in this selection has achieved something very special. With his wonderful insight he provides the reader with

1) a criticism of religion
2) a moving description of the sincere religious emotions that only a youth in his innocence could experience
3) a realistic description of the conflicts and feelings of the young
4) an important history of times in Russia